

COMMON SCHOOL ASSISTANT.

A Monthly Paper, for the improvement of Common School Education.

VOL. I.

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No. 9.

Edited by J. Orville Taylor.

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From the well-known character and abilities of the Editor of this Paper, and the vital importance of the cause it advocates, we hope that every citizen will consider it his duty to aid in giving the "Common School Assistant," a circulation in every family and school in the Union.

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COMMON SCHOOL ASSISTANT.

The "Common School Depository," and office of the "Common School Assistant," has been removed to No. 71 State-street, on the first floor, front room.

OPENING OF FALL SCHOOLS.

During the months of September and October the parents begin to send the older children to school: at this time also, new school books are purchased, and in most cases a new teacher employed. This is a good season of the year to make a change for the better, and we will with great earnestness and sincerity ask the School Districts a few plain practical questions:

1st. What wages have you, heretofore, given your teacher?

Would it not be cheaper, taking all things into consideration, to employ one of higher qualifications, if you do have to pay him a little more?

Can you expend money in any other way so wisely as in giving your children a good education?

What so essential to your well being, as virtue and intelligence, in those around you?

Of all men, who should be more virtuous and intelligent, than that man, who educates and forms the character of your children?

Will anything but a higher salary secure higher qualifications?

If a well educated teacher saves school books, and above all, *your children's time*, by advancing them faster and more correctly in their studies, can you not afford to pay him more?

2dly. What is the condition of your school house?

Are the windows filled with glass?

Are the clap-boards falling off?

Are the doors thrown off from the hinges? Is the stove or the pipe out of order?

Are the school desks of the right construction? Have they back pieces? Are they cut full of holes and ridges with the penknife?

Does the school house leak rain and admit the wind?

Is this building located in a good place?

3dly. What school books do you use?

Can you not select a better series, and then abide by these, thus freeing yourselves from the perplexity of so much changing?

4thly. Can you not elect school officers who are competent, and will be faithful to the interests of the school?

5thly. Can you not keep your children more steadily at school?

Shall they this winter go to school one day, and stay at home the next?

Can you not give them more than two or three months schooling, during the whole fall and winter?

6thly. Will you not endeavor to visit the school once a week this winter, and take a suitable interest in your teacher and his instructions?

Will you not try to co-operate with him out of school, and in school?

Finally, will you not resolve, when the fall school is opened, to start anew on this momentous subject? Will you not begin then to give this subject more aid, more attention, than you have done?

The whole state of New-York is awake to the subject at last, and the district that stays behind *now*, will deprive itself of many advantages.

OUR SCHOOL-HOUSES.

These humble institutions, standing upon almost every acre of our land, and scattering light in every direction, are the guardians of freedom and the strength of our country. From every one of our one hundred thousand school-houses in this republic, there goes forth a stream of light that falls upon, and cheers, and improves, every farm, and work shop, and family hearth, in the neighborhood. The school-house is the former and the nourisher of the mind in the district. It is the place where the farmer, and the mechanic, the mothers receive their education. The school-houses of this state have given our prosperity, our enterprise, and our controlling station among the states. They have made it the "empire state;" for what are natural facilities unless there is *mind* to take advantage of them. Blow out the light of these institutions—let darkness rest upon these buildings, and we would soon grope our way to the savage state. Shut the door of the school-house, and agriculture is forgotten, manufactures cease, and commerce stops. Strike from

existence these intellectual fountains, which are daily pouring light and liberty over the land, and *all is night*—the darkness of midnight and barbarism.

Friends of education! to neglect these school houses is as criminal, and shows the same want of patriotism and philanthropy, as to destroy them. Have you thought of this?

WHAT HAVE I TO DO WITH COMMON SCHOOLS.

MR. EDITOR,—In presenting the claims of the common school to individuals, it is not unfrequently the case, that language like the following will greet your ear: "What have I to do with common schools? I have been to school all I ever shall go—I have no children, why should I be interested in the common school?" To such I would say—though you may no more attend school yourself—though you may have no children, yet common philanthropy should make you interested in their support. What, are you not interested in your country's freedom and prosperity? Care you not whether knowledge and intelligence, virtue and peace spread through these United States? Or, instead of these, that ignorance, and vice, and superstition prevail? Say not then you feel no interest in the common school. If you are a patriot—if you are a philanthropist, you must, you will feel, interested in them. They are your country's safeguard—they are your neighbor's only barrier to ignorance and crime. Come out then like a genuine patriot, and give to these your hearty, generous support. Upon them depends the nation's prosperity—without them the people must suffer all the ills that general ignorance is heir to. The safety of your property and life lies in the virtue and intelligence of those around you. N.

TEACHERS' CONVENTIONS.

It is my earnest desire that conferences be formed among the schoolmasters of each canton.—*Cousin's Report.*

How shall teachers become better prepared for their profession? How can they be continually improving their minds and their systems of instruction? And how shall every teacher receive the light which the more experienced are constantly throwing upon the subject of instruction? We know of no means so common to all, and so favorable, as county conventions of teachers.* Heretofore there has been but very

* It will therefore be more expedient to form small societies or meetings of schoolmasters, for three or four weeks, in order that they may go over, methodically and in concert, some special portion of what they have to teach, as for instance, arithmetic, singing, the German language or religion.

This plan will have the advantage of always bringing together men of equal attainments on one single point, which will thus be studied more fundamentally.—*Cousin.*

little communication between teachers.—The improvements which one has made, have not been made known to others; the incompetency of teachers, and the bad systems of instruction, have been concealed; and united efforts of teachers have not been made to elevate and honor their profession.

Other classes of men have had their conventions. Men of science, ministers, and statesmen, to ensure enlightened and united operations, appoint their conventions to redress wrongs, correct errors, and make known the improvements and able suggestions that may be discovered or proposed by any one of the parts. The wisdom and experience of these conventions not only enlighten the people and sit in judgment upon their errors, but produce throughout the whole country similarity of feeling, and harmony of effort.

For the peace of the church, the advancement of science, and the prosperity of the country, such conventions are absolutely necessary. But are not conventions of teachers equally necessary for the improvement of our schools? Does not the difficult and responsible profession of teaching require all the light and knowledge that can be obtained on this subject? Does not the incompetency of teachers invite all the aid that can be furnished from those who are better qualified by experience, and from other literary men? Certainly, every one will say; such assistance is highly important; it would afford that necessary aid which teachers now have no means of obtaining.*

Yet so great is the apathy of the people, that we seldom hear of a teachers' convention. And when their proceedings are made known, we find that but few attended, and that but very little was done. The manner in which these conventions are announced and conducted, excites but little interest; and as yet, but a small number of teachers have been profited by them. But how shall teachers improve themselves if not by such conventions? Works on education have a very limited circulation.

Not one teacher out of a hundred reads any thing on the subject; nor will they read before the *living voice* excites their attention. There are but few seminaries for educating teachers, and rarely a lecture delivered on school keeping. Teachers are seldom qualified when they enter into the profession, and they have neither the assistance of teachers in the vicinity, nor intelligence from abroad, either from books or the speaking lecturer.

This should not be so. There are means which teachers may use to prepare themselves for their profession, and for improving themselves while engaged in its duties.

* This excellent measure recall to me another of the same kind, which, though it forms no part of the internal regulations of normal schools, has equally in view the improvement of the acting masters; I mean those conferences of the schoolmaster of a circle or district, in which each communicates to his brethren his own methods and experience, and all are enlightened by the interchange of views and thoughts. These conferences are voluntary, it is true; but the government encourages them, counsels them, and often arranges them itself by means of the school inspectors.—*Cousin's Report*.

And I know of none so advantageous to teachers, and that is attended with so little expense and within the reach of all, as frequent town and county conventions. If these are generally announced and faithfully attended, they will not only be highly interesting to teachers, but of the greatest benefit to our schools.

Town conventions of teachers may be held every month, and county conventions should be called every three months. They should be attended, not only by teachers, but by all the friends of education. Each individual should go prepared to contribute to their interest and usefulness; and with a hearty desire to promote the general cause of education. Each county association should have a correspondence with similar associations throughout the United States. By this communication all the improvements or changes which have been made may be made known.

The light which has appeared in any one favored spot may shine into every part of the Union. The books which are published, either to be used in school or for the improvement of schools, may be made known, together with the examination which others have given them. The periodical works on education may be mentioned and examined. Notices of literary conventions may be given, and delegates appointed to attend them. Papers from the state or parent society may be read, and reports from the county or auxiliary associations made out and sent to the parent society.

It should be the object of these conventions and communications with other associations to discover the origin of the defects in the present systems of instruction—to ascertain the actual condition of the schools throughout the United States—to inquire into the character and qualification of the teachers of these schools—to find out the number of children in the United States who are in school, and the number who have not, or do not use, the means of education—to ascertain the progress the scholars make, and the amount of knowledge which they acquire in these schools—to discover the interest which parents take in the education of their children, and the protection and assistance which literary men give to primary education—to convince the people of the necessity of general intelligence in a free government—and to make known the duties which every one owes to the free institutions of his country. Such are some of the high and important duties of "Teachers' Conventions."

COMMON SCHOOL EDUCATION IN VERMONT.

From the report of a committee appointed by a literary-convention at Harrisburg, Vt. some months ago, whose duty it was "to deliberate on the best means of promoting popular education in Vermont," we collect the following intelligence from that State.

Not more than one in twenty of the 157,000 children and youth in Vermont, has, or will be likely to have, access to the academies, and not more than one in fifty receive a college education. It is hence concluded that the common schools are the only pub-

lic institutions for giving knowledge, discipline and direction, to at least 140,000 young minds.

The State contains about 3000 common schools, which cost the people not less than half a million of dollars yearly.

The committee, after stating these, and many more important facts, proceed to urge the importance of a careful preparation of instructors for the business of teaching, as a profession. They present many weighty, if not unanswerable arguments, in favor of this measure; and among other things they urge—as has been already often urged, we sometimes fear in vain,—the example of Prussia.—*Annals of Education*.

SCHOOL BOOKS.

In this country a more enlarged public spirit, a more patient attention to detail, a more generous encouragement to individual effort than are now given to the subject, must elevate our popular education, or it will not be elevated. *Practical men* well informed, and sincerely interested, must examine the elementary works used in our schools; a wise criticism must be exerted upon them if they are expected to accomplish any great good—which undoubtedly they might. The superficial, ill adapted, inaccurate, and oftentimes exceedingly vulgar books, put into the hands of children at school, by speculators and compend makers, debase literature; and make the true ministry of things high and holy—things lovely and of good report, the very organ of *belittling* the human soul; of narrowing the province of intellect; of adulterating the wine of life; of deteriorating the bread that comes down from heaven in the forms of science, of poetry, and of true morality. O that some generous spirit would engage in this work, would declare the censure of the sound mind upon unprofitable teaching; would purge the infected world of the foul abuse, daily and hourly practised upon millions of the young; and who would call out and encourage the labors of the learned in behalf of little children.—*G. S. Hillard*.

EDUCATION.

The education of the present race of females is not very favorable to domestic happiness. For my own part, I call education not that which smothers a woman with accomplishments, but that which tends to consolidate a firm and regular system of character—that which tends to form a friend, a companion, and a wife. I call education not that which is made up of the shreds and patches of useless arts, but that which inculcates principles, polishes taste, regulates temper, cultivates reason, subdues the passions, directs the feelings, habituates to reflection, trains to self denial, and more especially, that which refers all actions, feelings, sentiments, tastes, and passions to the love and fear of God.

A certain class do not esteem things by their use but by their show. They estimate the value of their children's education by the money it costs, and not by the knowledge and goodness it bestows. People of this stamp often take a pride in the expenses of learning, instead of taking pleasure in the advantages of it.—*Hannah More*.

SURPLUS REVENUE.

The following article will be read by every friend of Common Schools with strong approbation. It is true patriotism that appropriates the surplus wealth of a nation to the improvement of the MIND and MORALS of its citizens. The strong claims of our common schools are well presented.

[From the Albany Argus.]

"We are as ready as any of our cotemporaries to acknowledge the great benefits which have been conferred upon the pursuits of agriculture, manufactures and commerce, by the construction of our canals and other improvements. But when the immense expenditures which have been made and authorized for internal improvements, since 1817, are compared with the amount appropriated to common school education, every person must admit that canals and rail roads have been more liberally provided for, and more fondly cherished, than the equally important interest of mental improvement.

There has been expended in the construction of the

Erie and Champlain canals.....	\$8,491,394
Oswego canal.....	555,437
Cayuga and Seneca....	236,804
Chemung.....	331,693
Crooked Lake.....	156,778
	<hr/> 9,692,106

Expended and appropriated for the Chenango canal.....	2,300,000
Genesee Valley.....	2,000,000
Black River.....	1,000,000
Improvement of the Erie.....	12,000,000
	<hr/> 17,300,000
	<hr/> 26,992,106

In addition to this the state has loaned to the Delaware and Hudson canal company.....	800,000
And agreed to loan to the N. Y. and Erie rail road.....	3,000,000
	<hr/> 3,800,000

Total.....\$30,792,106

The whole sum which has been paid from the state treasury to the common schools, from the first distribution to the present time, twenty-one years, is one million seven hundred thousand dollars, (1,700,000); and the capital of the school fund, the foundation of which was laid in 1805, is, after a lapse of thirty-one years, less than two millions of dollars.

There are urgent reasons for securing to the common schools a large share of the revenue which can be derived from an investment of the U. S. deposits. It is perhaps the only opportunity which will be presented for many years, of essentially increasing the revenues of this fund, and of giving adequate support to this great interest. In former years, anticipations were entertained of large additions to the school fund from the canal revenues, after the original debt

should have been paid off. The Erie and Champlain canal debt is now provided for; but the future revenues of these canals are pledged for the enlargement of the Erie canal and payments on account of the lateral canals, made and to be made, to an amount of eighteen or twenty millions of dollars. The auction and salt duties are released from the canal fund; but the entire receipts from these sources of revenue will be annually expended for the ordinary support of government. The general fund is extinct; and all the school fund lands of much value have been sold. Where then are we to find resources to carry forward our system of common education, and adapt it to the demands of a rapidly increasing population, and an improving age?

For the last ten years, the average increase of scholars in the common schools has been eleven thousand for each year; while the yearly amount paid from the treasury has remained stationary for the whole time. It is stated in the last annual report of the Superintendent, that "the average diminution of the amount per scholar, in consequence of the increase of the number of children attending school, is about one cent per annum." It is desirable that the increase of the fund should at least keep pace with the increase of population: And unless the avails of the U. S. deposits are applied to this object, we may look in vain for resources adequate to the accomplishment of the great results aimed at by those who have long been desirous of improving the character and condition of teachers, and of giving a more elevated standing to the common schools.

The manner of investing the deposit fund, to make it secure and profitable, and to have it available when called for, is also entitled to much consideration.

If it should be deemed advisable to invest a portion of the deposit in state stock, this may be done under the authority to redeem at pleasure the stock (\$61,000) issued to John Jacob Astor; and the stock thus redeemed might be held in trust for the deposit fund. This stock, if a call was made by the Secretary of the Treasury, would be sold at once, to answer the demand. By this operation, the state would, for the time being, save the interest which it is now paying on the Astor debt, and which amounts annually to the sum of \$28,050. If the state should redeem the Astor stock, and also the stock issued for money borrowed for the support of government, amounting in all to about one million of dollars, there would still remain, on the supposition that three millions be received, about two millions of capital be otherwise invested.

It is believed that this amount, or a large portion of it, may be securely and profitably invested through the agency of the county commissioners of loans. The present county loans, which belong to the school fund, yield an annual interest to that fund of 6 per cent, which is punctually paid. An investment at this rate, of two millions of dollars, would make an addition of \$120,000 annually to be apportioned to the common schools from the state treasury. At present there is paid from the treasury for this purpose \$100,000, which distributed among

540,000 children, averages only 18 cents for each scholar. If the sum of \$220,000 was appropriated, the average per scholar would be raised to nearly 40 cents; being then 65 cents less than the amount distributed to each scholar in Connecticut from the school fund of that state.

The proposed increase would not so lighten the assessments upon individuals for the support of schools, as to make them indifferent to the interests of the district. According to the estimate of the Superintendent, the annual expenditure for common schools amounts to \$1,230,000, of which the state treasury now pays less than one twelfth; and after the proposed addition to the fund, there would still remain over one million of dollars to be paid annually by individuals—a sum amply sufficient to keep alive a proper watchfulness over the officers of the school districts.

In favor of the mode of investing the surplus funds by the way of loans, it may be urged that this system is well organized and understood, having been in operation since 1786. There are commissioners for making loans in the several counties, who now have charge of the school fund loans. These commissioners give bail, and not only pay over the money received by them, and render an account to the Comptroller, but are required to present all their accounts and proceedings annually to the boards of supervisors, which bodies also report to the Comptroller the condition of the accounts of the commissioners. Again, by this mode of investment the deposit money may be well secured, and by being apportioned to the several counties according to population, important facilities would be afforded to those who desire to borrow money at the ordinary rate of interest in every town in the state. This mode of investment, it is believed, may accommodate a numerous class of persons who at present have little access to facilities afforded by the banks.

The money loaned out by the county commissioners would not be immediately available to answer the drafts of the Secretary of the Treasury; a consideration which should by no means be lost sight of in any arrangement connected with the deposits. But it is believed the authority given to the Comptroller to issue stock and make loans, limited in extent only by the "legal demands upon the treasury," would secure at all times the prompt payment of the government demands; and in this way the state would preserve its faith and the credit of the treasury as a "common depository," until time was afforded to collect in the loans to the several counties, without inconvenience to borrowers."

WORDS OF A MOTHER.

MR. EDITOR—I am a common school teacher in the town of P——, county of C——. I took the school I am now teaching last spring. When I called upon the people in the district to ascertain whether they wanted a school or not, I heard the following. Said one mother:—"I shall be glad to have a school again, for my children are so ugly at home, that I do not know what to do with them. I shall be glad to get them out of the way. I have been at

Mr. S. (her husband,) this long while to get somebody to keep the school, for I have no peace with my children, when they are tormenting around me all day. I shall, indeed, be glad when I can get them out of my sight. I hope, sir, with all my heart, you will take the school."

Now, Mr. Editor, all that this mother thought of in having a school, was the relief it would give her, to have some one take the care of children that she was no longer able to govern. Did she think that I would have trouble with them? Oh, no: a common school teacher, who has to govern forty children accustomed to no restraint at home, can have nothing to vex him!! So at least the parent thinks. And if the teacher does not do what the parents never have done, that is, govern this lawless colony of children without a severe word, or blow, or even a scowl, the children will all leave him, and the parents will take the children's side, and give the teacher all the blame; for let me tell you, the parents always take the children's account of what the teacher says and does. They never visit the school to see for themselves, and find out who is to blame. Oh, no: the children that are always in the fault at home, are always in the right at school!! Now, sir, I must end this letter, and what I mean by it is, that parents send their children to school too often to get them out of the way, and that unless parents govern their children at home, the teacher cannot govern them at school.

Yours with great respect,
C. MOORE.

COMMON SCHOOL INSPECTORS.

No. II.

To J. ORVILLE TAYLOR:

Sir—I was much pleased to see the first number of a series of articles which you intend to publish, addressed to our common school officers. I will state to you a little of my experience with inspectors. It has been my lot to submit to the ordeal of an inspection no less than eleven times, consequently, I have met with all kinds of inspectors.

In the first place, let me say one word as to their appointment to office. Is the question asked by the inhabitants of the town, who have we fit, who have we qualified for this important office? I can say never, or at least very seldom. Qualifications to perform the duties of the office are never thought of. Why should they be, when the people wish cheap teachers, who would be unable to get a certificate from a conscientious, qualified board of inspectors. The inquiries when candidates are selected are these:—Are they popular? Will these men make the ticket they run on stronger, and thereby help in the election of some higher officer? Have these men been active in furthering the interests of the party, so that they are entitled to some distinction? Do they belong to our political party? Have they not always been inspectors, and should we not continue them in this office? Will these men be lenient and give certificates to those we can hire cheap? And many more inquiries of a similar nature, do the people make. And what, sir, do you think are the consequences? You, for one, well know—you

have well described them in the "District School." But the people generally do not perceive the evils of disqualified inspectors, or else they would not elect them from motives I have described above.

Do the parents prize a good education for their children? Do they care any thing for the respectability of their school? Do they wish a proper return for money they pay to the teacher? Do they want to receive any benefit from the expenses of school books and the school-house? We should think they care for none of these things; for if they can elect inspectors who will let cheap teachers go into the schools, they appear to be satisfied. They do not see that it takes just as many books—just as much fire-wood—just as expensive a school-house, and just as much of their children's precious time, to sustain a poor teacher as a good one!! Oh, such misplaced, such ruinous economy! It makes my heart bleed and my tears run, when I see a man in the school who is an injury rather than a benefit. Why will the people elect such inspectors? And why will inspectors give certificates to such applicants?

Sir, I rely on your paper for a correction of public sentiment on this subject, and I believe that you will effect it. Your paper, cheap and practical as it is, will make a revolution in our schools. May you be sustained, is the sincere wish of your friend,
J. WILLIAMS.

Ithaca, August 4, 1836.

To J. ORVILLE TAYLOR:

Dear Sir—I enclose a list of names, to which you will please to forward the Common School Assistant from the commencement for one year.

The amount that has been received here for subscriptions and gratuitous circulation of the paper, is \$97.56; for this amount I enclose a check. Please to forward to each of the persons named, one paper, if possible including all the back numbers, and apply the balance on a gratuitous circulation.

You will perceive that our subscription is confined entirely to this town. We are taking measures to extend the subscription in the other towns, and hope to do so effectually. For that purpose, we wish to send the copies for gratuitous distribution as soon as we can obtain them.

I have been constantly engaged since the adjournment of the legislature, and have had but little time to devote to this subject. After a few weeks, I shall have some leisure, and shall then devote a part of my time to the subject of our common schools in this county, and hope to render some aid to the cause.

Mr. Kirk will be of great service. He is admirably calculated for the mission he is engaged in. But unless the effect of his operations can be extended, the spirit which he infuses into the communities which he visits, will soon evaporate. He visits only the principal villages. Ordinarily, in our villages, the business of education is tolerably well attended to. The evil in its magnitude exists in the country districts. The immediate benefit of his personal efforts does not reach them. This must be effected by a corresponding system in each county.

I am in hopes we shall make an arrangement to have an agent or agents visit each of our towns to speak to the citizens on this interesting subject. They can be more effectually awakened to its importance in this way than any other, and the previous circulation of your paper will greatly aid such an effort, by making the subject of education a matter of inquiry and reflection to a greater extent than it now is among our citizens.

Yours with high respect,
CHARLES HUMPHREY.

SCHOOL BOOKS.

The "USEFUL SCHOOL BOOKS" are now ready for the Schools. This "Series" comprises a full set of all the books, beginning with the Spelling-Book, which ought to be used in a common school. The most of the books have been written purposely for this series. In bringing forward these little manuals, our object has been, the introduction of a complete, improved, uniform set of text and reading books into all our common schools. If we can accomplish our object, the great perplexities arising from the frequent changes of books will be happily done away with. The "Useful School Books" are for sale at the Common School Depository, No. 71 State-street.

Little-Falls, N. Y. Aug. 9, 1836.

Mr. J. ORVILLE TAYLOR:

Sir—I have perused with some attention and much satisfaction the several numbers of your Common School Assistant. I have long been impressed with the importance of primary schools, and with the necessity of adopting some vigorous and well concerted measures for elevating their character and extending their instructions. Notwithstanding the almost countless philanthropic enterprises of the present day, the important subject in which the great mass, nay, the whole people of our Union, are most deeply and vitally interested, has hitherto, not only been neglected, but almost wholly unobserved. I mean of course, the subject of thorough and universal education. It is true, that we have long, upon public occasions, formally asserted the necessity of disseminating knowledge and virtue to all. It is true, we have talked much about education; that we have spent much time and money in pursuit of education, and in the support of institutions of learning; but after all, is it not equally true that nineteen-twentieths of our people have no adequate conception of the true meaning of this same word, education? Instead of regarding education as the full development and thorough discipline of all the powers and faculties of man, physical, intellectual, and moral, the mass of the people suppose a superficial acquaintance with a few elementary authors comprises the whole matter.

Is it not a lamentable fact, that while the education of the people has been perpetually upon our tongues, that we have suffered those very institutions, which are the only means of accomplishing what we all acknowledge to be so important and indispensable, to fall into general disrepute, nay, almost into contempt? Common schools are to be sure every where supported; but how supported? Do we generally find our most able and in-

fluent men actively engaged in their support? Are the children of such men generally educated in the common schools? Is not the truth almost the very reverse of this? With a few noble exceptions, is it not a fact, that all the countenance or aid common schools have received from this class of our citizens, has been limited to a very small pittance, and that too paid by compulsory process of law? Is it not a fact, that the children of this class of our citizens, have been long since almost wholly withdrawn from the common schools, thereby inflicting a wound upon these institutions, which nothing but the restoration of those children can heal? In view of these facts, would it not be more proper to say, common schools are *tolerated* rather than supported in our republic?

I rejoice that a brighter day now begins to dawn upon us; that the true import of the term education is getting to be more generally understood; and that it is now beginning to be felt and acknowledged; that virtue and intelligence must be carried into the *practical, every-day* business of life, as well as talked about upon public occasions.

In conclusion allow me to say, that I hail the Common School Assistant as the devoted pioneer of the noblest enterprise of the age, and that I shall most cheerfully render any and every aid in my power, to make that enterprise completely successful.

Respectfully yours,
JAMES HENRY, JR.

IMPORTANT TO OUR STATE.

It will be generally recollected that the legislature at the last session, made provision for a geological survey of this state, including an account of its botanical and zoological productions. This important measure was to be executed under the direction of the Governor, by competent persons to be appointed by him. The outlines of a plan for this work, together with a specification of the objects to be embraced in it, were submitted to the legislature in an able and excellent report, made to that body by General Dix, as Secretary of State. This plan has, with some alterations, been adopted by the Governor. The state is divided into four districts, and one principal geologist and an assistant assigned to each.

This provision of our legislature regards the best interests of the people. To *benefit the farmers*—that large and industrious class of citizens—is the principal object of the survey, and while a hearty expression of good will is due to the Governor and to our legislature, it is confidently hoped, that every citizen of the state will warmly respond to the following circular, which the Governor has furnished to the persons employed in the survey:

Albany, 25th July, 1836.

Sir—I take the liberty to introduce to you one of the gentlemen employed in executing the geological survey of the state, directed by the legislature at the last session. The importance of this measure in respect to our general prosperi-

ty, and particularly to the interests of the people in those sections of the state which are supposed to contain mineral productions, or in which valuable discoveries may be made, will I trust, secure to them a favorable consideration in every place to which their duties may lead them. I confidently anticipate a readiness on the part of the inhabitants in every section of the state, to render to the persons engaged in this work, such assistance as will facilitate its execution.

The assistance which the geologists will be desirous of receiving, will, I presume, relate principally to information concerning localities which are interesting as connected with the objects of the survey—to the collection of specimens—and to the facilities which they may require in conducting the more difficult part of their researches. Those who are disposed to contribute in any manner to the accomplishment of this useful work, will no doubt be willing to confer with the public agents as to the manner in which they can best carry into effect their good intentions.

It may be that, in the course of their researches, these agents will wish to extend their examinations beyond the surface of the earth. This will, in some instances at least require labor, which it will not be in their power to perform. The legislature made no provision for an expenditure for such purposes, and unless those who may be immediately interested should be willing to bestow the labor required in such cases, the advantages that might result from such examinations cannot at present be attained.

A careful and complete geological survey of the state, including a minute and accurate analysis of its minerals and soils, together with an account of its botanical and zoological productions, such as was designed by the legislature, is an undertaking of much labor, and, although executed in the most economical manner, will be attended with great expense; but both of these, however, will be considerably diminished, if the gentlemen engaged in carrying this measure into effect should receive, as I hope they will, the co-operation of public spirited individuals in various parts of the state.

Permit me to solicit from you such facilities in the prosecution of this undertaking, as you may find it convenient to grant to those who have been employed in executing it.

I have the honor to be, with great respect, your obedient servant,

Alb. Arg. W. L. MARCY.

SIGNS OF THE TIMES.

An observing, thinking friend has sent us the following letter. We have taken the liberty to publish it, expecting the author's pardon from his desire to benefit the human race.—Ed.

I am impressed with the opinion that a great moral revolution has commenced and is progressing in the mental world. It is certainly very evident that intelligent men in all sorts of governments (in the civilized world) have become convinced that the political power of a nation does not depend entirely upon numerical and physical force, but is more or less dependent on the aggre-

gate of mental power. Men begin to reason in this way—mind, they say, is infinitely superior to matter. Mental power will therefore in one way or other beget and control physical or brute power. For instance, they perceive that by improving the mind of each individual, who is a component part of a nation, each individual thus enlightened will, generally speaking, acquire more individual wealth in consequence of the increase of his knowledge and power of mind. Increase the wealth of every individual in the nation and you increase the wealth of a nation, and it has been long an axiom in politics that "money is power." Hence it has been discovered that the political power (to say nothing of the happiness of a nation) depends much upon the quantum of mental power possessed by such nation. How is this aggregate or quantum of mental power to be preserved and increased? Most palpably by a well regulated system of popular or common school education—of the truth of this position Prussia and France have already become convinced. You have only to show men what their true interest is and they will be governed by it. Hence I infer that a new era is about to be developed, and I also infer that, that press which can first speak to the public on this subject in the northern states of the Union, will obtain a lead in the great work which in a very short time will be, if it be not already the absorbing topic of discussion, both in Europe and America. This view of the question renders your establishment, situated as it is, in the centre of the great state of New York, and in fact at the connecting link between the eastern and western states, immensely important.

PARENTS.

Every one must be the judge of his own ability to defray the school expenses of his child; but whatever he may judge himself able to devote to this important object, it is fit that he should lay it out to the best advantage;—that he should derive as much benefit as possible from a given sum in a given time. The general inquiry, however, seems to be, where does schooling come the cheapest? That point ascertained, the whole business is settled.

Some, however, do make inquiries into the character of the different schools, before they venture to place their children in them. But perhaps these inquiries are confined to the single point, whether the scholars are suited with them? If these are satisfied, all is well; although the very reason for this satisfaction may be, that they are suffered to have their own way, with little or no restraint; to study no more than they please; to recite but seldom, and then without correction; to misspend their time without reproof; and to engage in mischief without the fear of being detected. Such schools, beyond all question, are the delight of very many young masters and misses.—"Why do you send your son to such a school?" inquired one gentleman of another. "Because he is so greatly pleased with it," was the reply. "What is it that so much pleases him?" "Oh, he goes off to hunt and to fish, to be on the water, and to amuse himself in various ways, as often as he

chooses." "But, does he learn well?" "No, not as well as he did before he went there." "Why, then do you continue him where he is?" "He likes the place, and I love to gratify him." This brief conversation discloses the kind of feelings by which not a few parents are governed in this important matter. To gratify the irregular wishes of their children at any risk, rather than to guide or control them, seems to be their chief aims.

JUDGMENT IN PUNISHING.

It is certain that in some cases, and with some natures, austerity must be used; there being too frequently such a mixture in the composition of youth, that while the man is to be instructed, there is something of the brute also to be chastised. But how to do this discreetly, and to the benefit of him who is so unhappy as to need it, requires in my poor opinion, a greater skill, judgment and experience than the world generally imagines, and than I am sure most masters of schools can truly pretend to be masters of. I mean those executioners rather than instructors of youth—persons fitter to lay about them in a coach or cart, or to discipline boys before a Spartan altar, or rather upon it, than to have any thing to do in a christian school. I would give those pedagogical Jehu's, those furious schooldrivers, the same advice which the poet says Phebus gave his son Pheaton (just such another driver as themselves) that he should *parcere stimulis* (the *stimulis* in driving being of the same use formerly that the lash is now.) Stripes and blows are the last and basest remedy, and scarce ever to be used but upon such as carry their brains in their backs, and have souls so dull and stupid as to serve for little else but to keep their bodies from putrefaction.—*South's Sermons.*

TO PARENTS.

Let them endeavor to deserve that honor which God has commanded their children to pay them, and believe that it must be by greater and better offices than barely bringing them into this world, which of itself, puts them only in danger of passing into a worse. And as the good old sentence tells us that it is better a great deal to be unborn than either unbred or bred amiss, so it cannot but be matter of very sad reflection to any parent to think with himself, that he should be instrumental to give his child a body, only to damn his soul. And therefore let parents remember that as the paternal is the most honorable relation, so it is also the greatest trust in the world, and that God will be a certain and severe exactor of it, and the more so because they have such mighty opportunities to discharge it, and that with almost infallible success.—*Id.*

For the Common School Assistant.

The mind is susceptible of a high degree of cultivation and of great expansion. Like the soil of the earth it needs attention. If neglected, it will, like the uncultivated soil, produce nothing but thorns and briars—the productions of idle and vicious habits.

But how is the mind to be trained, and what is to fit it for usefulness and happiness? I answer—in the language of the poet—"Tis education forms the common

mind," &c. Education fits it for every noble work. And where, I ask, shall this be obtained? The public mind is to be trained and educated in the common school. Yes, the common school is the grand nursery of the national mind. But some one may ask, for what are academies and higher seminaries designed? I answer—they do about as much in the intellectual world in disseminating knowledge through the nation, as in the natural world our gardens do in supplying our markets with wheat, and other productions for the nation's consumption.—In travelling through the country the farm is continually open to our view, while the highly cultivated garden is but seldom seen. So likewise we meet with the district school in every village and hamlet, while the academies and colleges, like the rich gardens, are, "few and far between."—And as in the agricultural community, but few can forego the expenses of richly cultivated gardens; so in the intellectual, but few are able to obtain the privileges of our academies and colleges. And while in the first instance all that is necessary for actual support can be obtained without the gardens; so in the latter our common schools should furnish all that is needed to fit the man for business, for usefulness and for happiness. In these schools a vast, an overwhelming majority, are obliged from the nature of things, to receive all the knowledge they ever obtain. How vastly important then that the district school should be well managed—that the standard of education be high and thorough! How important that the school teacher—the mental cultivator, should be skilful and faithful! His station is one of immense importance—of awful responsibility. He most emphatically forms the nation's mind; though here and there one enters our academies, &c.—yet most generally these are merely, if I may be allowed the expression, cases of transplantation. They have received the "bent" in the common school, and if, as the poet says, "As the twig is bent the tree's inclined," this "bending" must influence it through life. The common school teacher has the infant mind to train—at a time too when impressions are easily made—impressions which will "grow with its growth and strengthen with its strength." He should be a model of what is wanted—a *model of a man*—a man with a mind. But is such the case? Are many of our common school teachers complete models? Parents how is it? How, with the man to whom you entrust your children? Is he virtuous? Is he intelligent? Does he form a model of what you would wish your children to be? If not, he is unworthy your support. Better, far better, have no teacher than a disqualified one.

And so long as our common schools educate nineteen twentieths of the people, unless well qualified and competent teachers are employed, we must expect that ignorance, vice and superstition will abound, and the public welfare be endangered.—While on the other hand, let our common schools be of an elevated character, and our civil and religious institutions may be perpetuated and handed down to future generations, having lost nothing of their primitive excellence.

C. N.

STUDY OF ARITHMETIC, No. II.

The teacher requires the scholar to commit the rules to memory, but never gives or demands a single reason for one of them.—The pupil has not understood the examples—knows nothing about the facts upon which the rules are founded; and of course does not understand the rule, or see any direction or application in it. The teacher is peremptory for the memoriter recitation of the rule, and the scholar, after many accusations of his memory, and much protracted labor, is able, from the mere association of words, (for he has not, during the hundred readings, got an idea) to repeat the rule without the book.

I have frequently met with some of the larger scholars who could promptly and accurately repeat every rule in the arithmetic, and yet they were not able to apply in practical life the most simple one, nor did they know one reason for any of them.—How can they expect that such knowledge will be of any use? The great thing aimed at with teachers, seems to be the ready recitation of the rule from memory, rather than the ready application of it to practical purposes.

The tables, also, which ought to be committed before any progress is attempted, are either entirely overlooked, or less than half learned. The child is at work in the rule of multiplication, and does not know how many four multiplied by four make. Every time he multiplies he is sent to the multiplication table. This constant reference to that which he ought to know, interrupts his operations—he forgets the last step he took, and on examination the sum is wrong. In this manner he goes through the rule; still ignorant of the table.

He is, perhaps, ciphering in the compound rules, but does not know one of the tables of weights and measures! If any thing is done, there must be a constant turning back to the tables: and there they should keep till they know them. In the every-day transactions of business, these tables are required, but the pupils have never learned them, and thus are compelled to spend considerable time in hunting up a book that will inform them, or to make confession of their ignorance, and beg the knowledge from some one of the company—a shameful resort, indeed, for one who has had the opportunity of acquiring this necessary knowledge.

If the tables had been thoroughly learned at first, there would not have been this delay and embarrassment in working the sum in the school-room, or out of it in transacting the necessary business of life. But few scholars graduate at our district schools, who are able to recite the one-twentieth part of the tables. They are consequently unprepared for the most common transactions in practical life.

There is another defect found in nearly every school. The scholar has been laboring on a sum for some time, but cannot get it right. He carries it to the teacher, who takes the slate to himself and does the sum, the scholar at the same time looking at something else. The slate is returned with the sum done out, and the boy takes his seat. Does he now examine the work of the teacher, and see what was done to obtain the answer? Not at all.

Why? Did the teacher explain it to him? No. Has he any more knowledge of the sum now than he had before he went to the instructor? No. What does he do then? Why, he rubs out the sum and proceeds to the next. He has got over it, he has gained so much towards the end of the book; whether he can do the sum or not is of no consequence to him or trouble to the teacher. Such, it is frequently seen, is the indifference of the teacher, and the superficiality of the scholar.

ACTIVITY IN SCHOOL.

Here lies the secret, why some teachers with no more knowledge and industry, make their pupils learn nearly twice as much as others do in the same time. A slow, drawing manner of asking questions induces a similar manner of answering. The school is half asleep. A quarter of an hour is devoted to a lesson, which need not and ought not to occupy ten minutes. Thus a third part of the time is lost for the want of more despatch. The strictest order and correctness are entirely consistent with rapidity of movement. Questions proposed and answers given as quick as they can be with distinctness, will be attended with these important advantages; they will require less time; will tend to quicken the movements of the mind; and will secure a more perfect knowledge of the lesson. Scholars cannot give a ready answer to a lesson they do not understand. Only let them know, that they have to give their answers promptly, and they will prepare themselves accordingly; whereas the same scholars, if allowed to stop and recollect, and guess, and hesitate, will come with their lessons half learned. The teacher who will make his pupils do as much in two hours as another will in three, and do it well, is worth about twice as much.

REPORT.

The school committee of the town of Winthrop, Mass., have made a printed report of the condition of their schools, from which we extract the following pertinent remarks:

Never have your committee been more deeply impressed with the transcendent importance of our town schools, than while reviewing their state the last year. Too much pains cannot be taken to select teachers thoroughly qualified for the undertaking. A sufficient amount of knowledge to bear a strict examination by no means qualifies a person for this service. There must be an *aptness to teach*, a talent to communicate, a tact in managing which cannot be fully known, until the experiment has been made. Our best teachers are by no means perfect. But there is an immense difference between our best and our poorest. Agents should be very scrupulous in their selection, and by all means avoid such an offer to *instruct* cheap. Nor ought they to show so little regard, as would sometimes appear that they do, to the moral character of those they employ. The moral influence under which scholars are sometimes placed is by no means such as parents ought to seek, or as your committee can approve. They have not interfered, because the law does not authorize them to

decide on the moral qualifications of instructors.

"There are some circumstances respecting our common schools, that should arouse the feelings of every christian and patriot. The family institution excepted, all other institutions united—public worship—Sabbath schools—academies and colleges—do not have so much influence in giving a character to New-England and New-York, as common schools. More than fifteen thousand teachers are employed in New-England every year, in the primary public schools, and as many in New-York. Who are these teachers? Nine-tenths of them are inexperienced youth, from 18 years of age to 25 and 30. Yes—that institution which probably does more than all others to form the character of our citizens, is in the hands of head-strong, unqualified, and often dissipated youth. What is worse, we fear it is the voice of public opinion, that the common schools must be and ought to be taught by young persons. Now it is wonderful, that men require the experience and wisdom, and stability of mature age, to manage all their money concerns, and their political affairs, but carelessly turn over to inexperienced youth, the great and holy business of forming that character, on which rests the whole fabric of civil society, and on which depends our very existence and happiness as a nation. Is there a merchant in Boston, who would give up the whole management of his shop even for a day, to a green, inexperienced boy? Is there a farmer in Massachusetts, who would give up his farm, his cattle, or his sheep, to such an one? Yet he turns over his own children to such an one, to form their characters for time and eternity—to one whom he would not trust to manage his beasts—and then thinks they should be very grateful to him, for making such good provision for their education!

"Besides, we will not trust a man to draw a tooth, or prescribe an emetic, till he has studied his profession three years, and comes to us with a *diploma*, signed and sealed, from a college of scientific physicians. A man cannot manage a case before our courts, involving the value of a shilling, till he has studied the whole science of law, and obtained a certificate from a college of wise and experienced lawyers and judges; and our civil constitution excludes men from all participation in the business of legislation, and even from the business of choosing legislators, till they have attained some maturity. But little or nothing is required as to age, experience, or knowledge of the business, or moral character, to take a part in the great business of education, of forming the moral and intellectual character of the country, on which every thing else depends."

COMMON SCHOOL EDUCATION.

We are told that under the fostering patronage of the government, more than half a million of children are taught in our common schools—our pride, as citizens of the Empire State, is gratified, and we content ourselves with the general statement, omitting to inquire into the character and value of the instruction which is thus imparted.

We know not, for we care not to know, that it is in truth so imperfect and scanty as

hardly to deserve the name even of elementary—that it is unconnected with any thing resembling moral discipline or the formation of character—that the teachers, inexperienced, transitory, snatched up for the occasion, are paid by salaries which hardly exceed the wages of the menial servant or the common laborer—and that, as a necessary consequence, ignorant and disqualified, they are perhaps even overpaid by the pittance which they receive.

Yet it is in such schools and by such instructors that thirty-eight out of forty of the children of the nation are, as we phrase it, educated. We have lived in a pleasing delusion; but it is time we should awake. It is time that we should cease to boast of the superior intelligence of the American people, as compared with that of the population of the Old World; we must no longer refer to our common schools as furnishing at once the evidence and explanation of the asserted fact. It cannot be concealed, and ought not to be denied, that under one of the most arbitrary governments of Europe, (despotic in its form, but in its present administration most enlightened and paternal,) the children of all, even of the meanest peasant in the kingdom, are receiving, in their village and parish schools, more varied and solid, and in every sense, valuable instruction than any of our schools, I had almost said academies, are accustomed or competent to furnish! The fact is certain: what reflections must it suggest to the minds of Americans who truly honor and love their country and its institutions!

It is to parents and teachers, as already stated, that the exhortations of the editor are principally directed, and it is from their voluntary exertions that he expects that reform, the necessity of which he has so clearly established. Looking to the models of Germany and France, no system of public instruction has yet been organized in any of the states, and in none has the appropriate work of legislation been more than commenced.

I do not hesitate to avow the belief, that without regulations far more extensive than have yet been introduced—a control far more enlightened and constant than has yet been exercised—and fiscal aid far more ample than has yet been afforded, it is vain to expect that the character of our common schools can be truly and permanently improved. It is conceded by all that nothing can be done without competent teachers, in the number and of the qualifications required, we can never have, unless they are properly trained, and properly examined, and watched, and controlled, and, above all, properly rewarded.

Neither the districts, nor the towns, generally speaking, are willing or even able to select or reward such teachers, and still less to prepare them for their functions, and direct them in their labors. If good is to be done, we must bring our minds as soon as possible to the confession of the truth, that the education of the people, to be effectual, must here as elsewhere, to a great extent, be the work of the state; and that an expense, of which all should feel the necessity, and all will share the benefit, must, in a just proportion, be borne by all.—John Duer.

CHRIST AN EXAMPLE TO COMMON SCHOOL TEACHERS.

1. In the plainness, simplicity, and godly sincerity of his instruction.
2. In the earnestness and affection of his addresses.
3. In the faithfulness of his instructions.
4. In his forbearance with the ignorance and infirmities of those whom he taught.
5. In his repeated appeals to the sacred Scriptures.
6. In the adaptation of his instructions to the character and peculiarities of his hearers.
7. In his improvement of common scenes, objects and circumstances, to convey salutary instructions. The following may suffice:
 - (1.) *Instructions from agriculture.* The ground. The seed. The flowers. The fruits. The grass. The harvest. The garner. The chaff.
 - (2.) *Instructions from living animals.*—The sheep and goats. The serpent. The dove. The ravens. The sparrows.
 - (3.) *Instructions from the employments of life.*—The fisherman. The husbandman.—The shepherd. The steward.
 - (4.) *Instructions from Jewish customs.*—The feast. The marriage. The dresses. The watches.
8. In his regard to prayer. How much time did he spend in prayer? What does he say about prayer?
9. In confirming his instructions by his example. There must always be a harmony between precept and conduct.
10. In connecting his instructions with benevolent actions. Teachers must combine with their instructions to the soul, efforts to promote the good of the body. Let teachers then "go and do likewise."

We can tell our correspondent, S. M., that the reason of this sleepiness was the want of ventilation. The air, from his description, was loaded with disease, and to respire it was enough to produce that stupor, he so happily describes.

For the "Common School Assistant."

A SLEEPING SCHOOL.

MR. EDITOR—A day or two since I went into our district school; and I must acknowledge it is the first time I have visited this neglected place for six years, although I have had my children there, on and off, the most of that time.

The first thing that took my attention was the bad smell in the room, owing to its not being properly aired. Although the day was very hot, the windows were closed, for the teacher said that the children looked out at the wagons if the windows were raised. Sir, the room was like an oven filled with foul air. The most of the children were dozing and some were asleep, lying stretched out on the benches, across each other, and hanging part way from the desks. The teacher was behind a desk, which he was bending over so as to rest his head on the top, with his face downward, and his arms around his head to keep the flies off. He

appeared to have caught the sleepiness of the place, and was fast going into stupidity with the children. When I entered, however, he raised his head partly up, and gaped, and was about to drop his head again, (so inanimate was he) when I spoke to him. He, with the scholars, were partly roused, and they all began to yawn and rub their eyes and straighten their arms. I took a seat and made an effort to talk to the teacher and the school, but I soon found that I was, also, growing sleepy and stupid, and was on the point of tilting my chair back against the wall, and of taking a nap. But I thought of the leaden stupor I had seen over the whole school when I first entered, and determined to resist the drowsiness that was creeping over me. I then began to walk the room, and to talk louder and faster, for I saw the children closing their eyes, and dropping their heads on the benches. At last I kept still, for I saw they were all asleep, and the teacher was also nodding, with his eyes almost shut. I took my hat, said good day, but no one said good day back, for I left them asleep.

Sir, this is what I really saw, and it is what any one will see who will go into our schools during a hot day in summer. There is not mind or resolution enough to withstand the lethargy of the motionless body. O what a sleepy, dull, sickly place is a common school in a hot day!! S. M.

EXAMINATION OF TEACHERS IN PARIS.

The school laws of France now require that every one who wishes to fill the office of a teacher, should submit to an examination previous to receiving a license. And should not this be required of those who take care of the *minds of our children* as well as of those who watch over their *bodily health*? Of 370 candidates who presented themselves for examination in Paris, only 116, or one-third were found capable of giving elementary instruction, and of 62 who wished to teach other branches, only 15 were admitted. How many incompetent teachers does our negligence leave to waste the time and impair the very minds of our children! The Normal School of Paris, now produces twenty well qualified teachers annually.—*Annals of Education.*

DISTRICT SCHOOL-HOUSES IN CINCINNATI.

The city of Cincinnati is doing nobly in regard to common schools and common school-houses. Among other measures they have resolved to erect fourteen large school-houses at an expense of \$10,000 each. They are to be two stories high, with a basement and cupola. Nine of these houses are already completed.

SCHOOL FOR TEACHERS.

A seminary for the education of common school teachers is about to be established at Waverly, Illinois, about twenty miles from Jacksonville. The town has been recently "laid out," and is owned by C. J. Salter & Co. Adjoining the town the proprietors have agreed to deed to the trustees 640 acres of land—one-half of which will be a donation, and the other half put at \$1.25 per acre. They also agree to give for the purposes of the seminary, ten per cent of the

nett proceeds arising from the sales of a portion of the lots.

DISTRICT LIBRARIES.

The object of such institutions is to promote the general intelligence of the people: and the object in view is to be accomplished most effectually, not by confining the attention to one unvaried course of reading, but by extending it to as many and as various departments of knowledge as can be presented in a popular form. It is not in producing any one specific effect upon the mind, but in elevating the general character of intellect, in widening the views, in quickening the perceptions, in multiplying the objects of thought and feeling, in detaching the spirit from the absorbing sway of the present and the sensible; and thus forming it into an organ more capable of performing its office, on all subjects, and in all circumstances, that we expect such institutions to reap the harvest of their exertions, a harvest of the richest improvement and pleasure to the individual, and of growing order and comfort to the community.

PREVENTION.

Prevention is true wisdom—it imparts a double blessing, and is an evidence of vigor and soundness in the commonwealth; whilst a reliance on punishment alone, is indicative of imbecile, short-sighted policy. This will be striking at the root, instead of lopping off the branches.

A child may be so educated as to shun alcohol as it does hot iron. Nearly all depends upon the education children receive.

WHY THE STATE SHOULD EDUCATE.

Without intelligence wealth is often a curse instead of a blessing to the possessor. But the diffusion of knowledge, will ultimately save three or perhaps ten times as much as it costs, by its moral effect upon the habits and customs of society.

EDUCATION IN THE SANDWICH ISLANDS.

The Humu Hamai states that Honssih, the governor of Maui, has established a law requiring *all* children, who have arrived at the age of four years, to attend school; and the parents must enforce their attendance, or incur the penalties of the law. Teachers are also to be exempted from taxation, and attend only to their schools.

CONVENTION OF COMMON SCHOOL TEACHERS.

The Common School Teachers in the State of New-York are respectfully invited to meet in the Capitol, at Albany, on the 20th of this month, at twelve o'clock. As it is known that this Convention is called for the purpose of increasing the pay and influence of those engaged in this arduous and honorable profession, there will be a full and general attendance. Teachers from every town in the state are expected.

The CULTIVATOR, a monthly publication of 16 quarto pages each, conducted by J. BUEL, and devoted exclusively to agriculture and the improvement of young men, is forwarded to subscribers from this office, at fifty cents per annum, paid in advance.

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